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Ages in a fashion more likely to catch the ear of the modern world. Yet, in spite of the growing tendency in education to discredit the value of research, Professor Schofield never lost sight of the high and holy aim of learning. The inspiration of his work has been felt by men who never sat under his instruction. By those who have studied under him he will ever be remembered as a stimulating teacher and a genuinely disinterested and sympathetic friend.

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*Old and New, Sundry Papers.* By C. H. GRANDGENT. Cambridge: Harvard University Press, 1920. Pp. 177.

*Old and New, Sundry Papers*, is the title of a volume containing eight essays and addresses by Professor C. H. Grandgent, of Harvard University. Though covering a rather wide range of subjects, the papers included "have this in common, that they treat, in general, of changes in fashion, especially in matters of speech and of school" (Preface).

"Fashion and the Broad A," "The Dog's Letter," and "New England Pronunciation" are scholarly yet delightful essays on subjects which should interest every student of language. If there were more philologists like Professor Grandgent, Mr. H. L. Mencken would have less occasion to complain that American college professors investigate forgotten dialects to the neglect of living English. In "Numeric Reform in Nesciubia" the author by the use of a parable seeks to convince a recalcitrant and osteocephalic generation that the current mode of spelling should be changed for one less hampered by tradition. In "School" and in the address on the teaching of modern languages he demonstrates with irresistible logic that the shortcomings of modern education are largely attributable to inadequately trained teachers, lax standards of instruction, "easy" substitutes for the old humanistic curriculum, and other features of the new "democratic" movement.

"Nor Yet the New" should be read in connection with "The Dark Ages," which was listened to with such keen pleasure by the members of the Modern Language Association a few years ago. In these two papers Professor Grandgent points out how much the Modernists have lost by attempting to cut themselves off from the past. In pictorial and literary art, in education, and even in morality "the insurgent attitude has now become a pose." Professor Grandgent believes that the whole Modernist educational propaganda "is based on the false assumption that knowledge can be acquired without painfully conscious effort, if we but pick out alluring kinds of knowledge," and that its greatest danger "lies in its coincidence with the innate laziness of man." With honest seekers after truth in the field of

educational method, Professor Grandgent has no quarrel; he is striving against those who listen with credulity to the honeyed whispers or cacophonous blather of monohippic pedagogical theorists and who in their spiritual blindness follow the leadership of educational demagogues.

Professor Grandgent is no mere theorist. His conclusions are based on a long and successful career as a scholar, a teacher, and a school administrator. All who love wisdom and sound doctrine should read his words with attention; and they should ponder them in their hearts, for, in the language of Professor Grandgent's favorite poet, *non fa scienza, senza lo ritenere, avere inteso*. If it be true, as Holy Writ asserts, that the wise "shall shine as the brightness of the firmament," those who are willing to profit by Professor Grandgent's observations have an assured place in the galaxy of the future.

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